DOCUMENT RESUME

ED 320 918 TM 014 983

AUTHOR Falk, C.; And Others
TITLE Maslowian Scale.
PUB DATE 88
NOTE 24p.
PUB TYPE Reports - Research/Technical (143) --
Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College Students; Factor Analysis; Higher Education; Individual Development; Psychology; *Rating Scales; *Self Actualization; Self Evaluation (Individuals); *Test Construction; Test Validity; Theory Practice Relationship
IDENTIFIERS *Maslowian Scale

ABSTRACT

The development of the Maslowian Scale, a method of revealing a picture of one's needs and concerns based on Abraham Maslow's levels of self-actualization, is described. This paper also explains how the scale is supported by the theories of L. Kohlberg, C. Rogers, and T. Rusk. After a literature search, a list of statements was generated representing the three levels of the Maslow theory of self-actualization: (1) fundamental; (2) psychological; and (3) self-actualization. Psychology students (n=62) were asked to place each statement at one of these levels or as "does not fit." Four statements from each of the levels were placed on the scale, which was administered to 87 adult friends of the students. Factor analysis identified construct factors. Concurrent validity was established with three external instruments. Predictive validity and face validity were also investigated. The profile revealed by the Maslowian Scale indicated where a subject stood on the journey to self-actualization. The relationships between the scale and the theories of Kohlberg, Rogers, and Rush are identified. Five figures and two tables provide study data. Appendix A contains the Maslow Matrix, and Appendix B provides the Maslowian Scale. Appendices C through F give supporting information. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

CAROLYN R. FALK

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED320918

MASLOWIAN SCALE

C. Falk, D. Bard, L. Duffy, L. Grieco, & E. Markus

TM014983

BEST COPY AVAILABLE

MASLOWIAN SCALE

C. Falk, D. Bard, L. Duffy, L. Grieco, and E. Markus

Abstract

Based on Abraham Maslow's levels of self-actualization, the Maslowian Scale is an instrument designed to reveal a picture of individual needs and concerns. This paper explains how the scale is supported by Kohlberg's theory of moral development and how the thinking of Carl Rogers and suggestions of Thomas Rusk can direct the quest for self-actualization for the motivated person.

INTRODUCTION

Negative behaviors seem to be our reaction to the frustration of our intrinsic needs (Maslow, 1968). By understanding our needs we can begin to work towards systematically securing them and becoming self-actualized. If change is desired, knowledge of one's needs and direction towards fulfillment can serve as a motivating force towards a bifactorial self-esteem (Rusk, 1988). Rusk sees self-esteem as composing two factors, the inner sense of worth which is a state nurtured in early life by being comforted when feeling uncomfortable; and self-respect, a trait, that is earned when one takes risks in conquering fears. Individuals pursue a pathway to self (Rogers, 1983). As one works towards self-actualization, one must make difficult decisions. Kohlberg's (1981,1984) theory of moral development supports Maslow's theory. Both theories stress a hierarchy of needs and motivation in order to be able to reach the ultimate goal. Maslow (1954), and Rogers (1959) have come to a conception of a meaning-constitutive ego. Kohlberg has given them a structure for this to occur (Kegan, 1986).

The Maslowian Scale is a method of revealing a picture of one's needs and concerns. Based on Abraham Maslow's levels of self-actualization, this instrument profiles a person's strength in three major need levels; Fundamental, Psychological, and Self-Actualization. Supported by Kohlberg's theory of moral development, it is made applicable by Rusk and Rogers. The Maslowian Scale promises to be a major source of self evaluation and enhancement.

HYPOTHESIS AND RESEARCH QUESTIONS

Is there an instrument that can measure one's place on the Maslow hierarchy? The hypothesis is, there are a number and nature of constructs underlying the set of statements on the Maslowian scale.

In what ways do the theories of Kohlberg and Rogers support this instrument? The hypothesis is, there is a qualitative correlation among the theories of Maslow, Kohlberg and Rogers.

By what means can Rusk suggest self mediation of the results of this instrument? The hypothesis is, there is a model that can correlate Rusk's self mediation and the Maslowian Scale's profile interpretation.

METHODOLOGY

A search of literature was performed to ascertain information on Maslow, Kohlberg, Rogers and Rusk. A list of statements was generated representing the three levels of Maslow's theory of self-actualization. Psychology students were asked to place each of the statements on one of four options, level one, two or three of the Maslow hierarchy, or a fourth option of "does not fit".

(disc 49)

TM014983

These content judges were also asked to state how strongly they felt about each of their level selections (Gable, 1986). Four statements were selected for each of the three levels of Maslow's theory and placed on the Maslowian Scale. These statements had 80% agreement and were designated as strongly believed to fit the determined level.

Eighty seven (87) adults were given the Maslowian Scale and their answers were analyzed with a Factor Analysis. Factors with 1 or greater eigenvalues were retained as construct factors and items that loaded with .40 or higher were assigned to their respective factors. These items were matched for items identified by the judges of the content selection, to establish construct validity. Retesting was completed within three weeks of the first test to establish stability reliability. Concurrent validity was established using three external instruments, a subtest of the Defining Issues Test (Rest, 1979), the Self-Monitoring Scale (Snyder, 1974) and an assessment instrument based on the work of Rusk (1988).

To establish predictive validity, the assumption was made that an individual functioning at the Fundamental level of the Maslow hierarchy would be in a low financial category. The pilot sample was asked to indicate their socio-economic status to obtain the data necessary to support this assumption.

The profile revealed at the completion of each test was used to establish face validity. The pilot sample was asked to interpret the profile and state whether the profile was an accurate assessment of their beliefs.

The three needs categories of the Maslowian Scale were computed independently and yielded three needs' scores. A total score was computed by weighting the raw scores. Scale two (2) was multiplied by 2 and scale three (3) was multiplied by 3. Weighting each scale allowed for higher levels of functioning to be more easily determined.

REVIEW of LITERATURE

Maslow

Abraham Maslow (1908-1970), contributed many new ideas and concepts to the world of Psychology. Perhaps the most fundamental of his theories is the hierarchy of needs and concept of self-actualization.

Maslow is thought to be the "guiding light" of humanistic psychology. He concentrated his studies of personality on healthy, vibrant, creative people, rather than on disturbed unhealthy individuals. He took an optimistic view of people, stressing their creativity, ability to feel love and joy, and many other positive attributes. Maslow believed that there is an active drive toward health in every human being, but because of different environmental problems, the process of health may become interrupted (Bootzin, et al, 1975).

Abraham Maslow saw man as growing through a series of five stages. He organized these five stages into a hierarchy or pyramid. Each stage is dominated by a particular set of needs. The stages from lowest to highest, are as follows:

Fundamental Needs:

1. Physiological needs: to satisfy hunger, thirst and sex drives.
2. Safety Needs: to feel secure, safe and out of danger.

Psychological Needs:

1. Belongingness and love needs: to affiliate with others; to be accepted and belong.

2. Esteem Needs: to achieve, be competent, and gain approval and recognition.

Self-Actualization Needs:

1. The need to fulfill one's unique potential; a striving toward completeness.

When the needs which have the greatest priority are satisfied, the next needs in the hierarchy emerge and press for satisfaction. People who do not have enough food and are desperately trying to satisfy their hunger will be functioning in the fundamental needs level and will at this point and time have little concern for the self-actualization needs. Those lacking a feeling of belonging or self-esteem will not feel free to move up the hierarchy to fulfill their unique potential.

The highest level in the hierarchy, self-actualization, is the goal for which healthy, growing individuals continuously strive. The characteristics of a self-actualized person are as follows:

1. They are realistically oriented .
2. They accept themselves, other people, and the natural world for what they are.
3. They are spontaneous.
4. They are problem centered, rather than self centered.
5. They have an air of detachment, and need for privacy.
6. They are autonomous and independent.
7. Their appreciation of people and things is fresh, rather than stereotyped.
8. Most of them have had profound mystical or spiritual experiences.
9. They identify with mankind.
10. Their intimate relationships with a few people tend to be profound and deeply emotional rather than superficial.
11. Their values and attitudes are democratic.
12. They do not confuse means with ends.
13. Their sense of humor is philosophical rather than hostile.
14. They have a great fund of creativeness.
15. They resist conformity to culture. (Hall, 1957)

Maslow's hierarchy of needs and concept of self-actualization, effectively explain the drive towards growth that most people experience. Knowing where one falls on the Maslowian scale helps to draw a picture of one's needs and concerns and what is needed to move towards self-actualization.

Kohlberg

Lawrence Kohlberg developed six stages of moral reasoning and grouped them into three major levels; Preconventional, containing stages one and two; Conventional, containing stages three and four; and Postconventional, containing stages five and six. Kohlberg stated that advanced moral reasoning depends upon advanced logical reasoning establishing a parallel between logical stages and moral ones. He stated that a person at a concrete operational logical thinking stage would be functioning at the Preconventional moral stage. Logical development is necessary for moral development but is not sufficient. Many individuals are at a higher logical stage than the concurrent moral stage, but no one functions at a higher moral stage than its parallel logical stage (Rest, 1976).

The Preconventional level of Kohlberg's moral development consists of the first stage of heteronomous morality. What is right to the individual in this stage is to avoid breaking rules and to avoid physical damage to persons and property. The reasons for doing right are to avoid punishment from the superior power of authorities. The social perspective of this stage is an egocentric point of view. The individual with this view doesn't consider the interests of others or recognize that they differ from his/her own. Actions are considered physically rather than in terms of psychological interests of others. Confusion exists between one's own perspective and that of authority.

The second stage of the Preconventional Level is individualism, instrumental purpose, and exchange. Following rules only when it is to someone's immediate interest; acting to meet one's own interest and needs and letting others do the same, are characteristics of this stage. Right is also what is fair. What is an equivalent exchange, a deal, an agreement, are all what is right to the individual in this level. The reasons for doing "right" are to serve one's own needs or interests in a world where one has to recognize that other people have their interests too. Social perspectives characteristic to this stage, are concrete and individualistic. The individual is aware that others have rights and therefore sees their rights as a conflict with his/her own.

The second level of Kohlberg's moral development is the Conventional level and includes stages three and four. Stage three consists of mutual interpersonal expectations, by people close to the individual conformity. Living up to what is expected of you is what is "right". Being good is important and means having good motives, showing concern for others, and also keeping mutual relationships based on trust, loyalty, respect and gratitude. The reason for doing what is "right" is the need to be a good person in one's own eyes and those of others. Belief in the golden rule; "do unto others as you would have others do unto you"; is an example of the desire to maintain stereotypical good behavior. The social perspective at this stage is the individual in relation to others. The individual is aware of shared feelings, agreements, and expectations which take priority over individual interests. At this point a generalized system of rules does not occur.

Social system and conscience is the fourth stage of the second level of Conventionalism. What is right at this stage is the fulfillment of actual contracted duties. Laws are to be upheld except where they conflict with other fixed social duties. Right is the contribution to society, groups or institutions. The reasons for doing "right" at this level are; to keep the institution going as a whole, to avoid the breakdown in the system, or the mandate to meet one's obligations and responsibilities. The social perspective is that the individual differentiates societal points of view from interpersonal agreement or motives.

The third and final level of Kohlberg's levels of Moral Development is the Postconventional level or Principled level, which includes utility and individual rights, called stage five, and stage six, the universal ethical principled stage. In stage five, people are aware that others hold differing values and rules. These varying rules should usually be upheld for the sake of impartiality and because they form a framework of a social contract. The rationale for stage five is based on a sense of obligation to law and social contract. A feeling of voluntary contractual commitment supports family, friendship and work obligations. The "greatest good for the greatest number", is characteristic of the thinking of this stage.

Stage six, the final stage of the three major levels is the universal ethical principled morality. Characteristics of what is "right" in this stage are following self chosen principles and particular laws or social agreements that are based on truth and validity; when rules and laws violate these principles, acting in accordance with the principle. Principles are universal constructs of justice, human rights, and the dignity of mankind. The reason for "right:" at this stage is the belief as a rational individual, in the validity of universal moral principles and a sense of personal commitment to those principles. The social perspective is the individual's interpretation of a moral point of view from which social arrangements are derived. Persons are considered ends in themselves and must be treated as such.

Kohlberg feels that Convention means conformity, Postconventional means the ability to understand those rules and select those laws which match a moral principle. The Preconventionist is one who is not able or ready to conform or understand the rules and laws of society.

Rogers

Carl Rogers made many contributions to the fields of psychology and human relations. His theories are taught to a wide variety of people. Rogers was also a major influence in the encounter group movement of the 1960's. There are certain behaviors and attitudes in which Rogers believes.

A facilitator is one who works to establish a certain atmosphere in which each group member feels safe to share his or her feelings, emotions, thoughts, and personal experiences. He makes contact with each group member. He is understanding with the person's point of view. The facilitator listens carefully, accurately, and sensitively to each individual.

Rogers believes certain behaviors are non facilitative, such as judging a group's effectiveness by how frequently people confront each other. It is non facilitative to take one single line of approach, such as attacking defenses, drawing out each person's feelings of anger, analyzing each persons behavior, or interpreting a person's dreams.

If the facilitator is inaccurate, he loses credibility and respect. If he/she is extremely inaccurate one may feel stripped and vulnerable. If the facilitator is successful, the group will progress through a series of phases.

The first phase is that of milling around. At the beginning of the process the facilitator makes it clear to all of the members that this is a group with unusual freedom and not one, in which he/she will assume responsibility. This tends to cause a period of initial confusion, awkward silences, anxiety, polite surface interaction, frustration, and a great lack of continuity. The members usually don't know each other, and don't understand why they are there. Topics bounce around the room in confusion of what to talk about. Eventually they are introduced and this may lead to several hours of discussion. During this phase,(milling around) many members reveal personal attitudes, members show "public self" first, and eventually work into the later phases.

As many phases take place the members learn to speak more spontaneously and have more feeling. There is less artificiality. People express on the outside more of what they feel on the inside. They show increased thoughtfulness and helpfulness toward others. They learn how to give constructive feedback and how to listen to feedback in a non defensive manner. This experience helps group members relate better to people in the

group as well as to the family, friends, and co-workers.

Rogers believes that the main goal is to find the truth about the nature of human beings. The aim of becoming actualized depends on the influence of one's inner world rather than environmental facotors. He also believes each client comes into therapy for different surface reasons, but the underlying question they all ask, who am I, and how can I become myself?

Rogers is against the use of psychiatric labels and classifications of mental disorders. He expresses how important it is for a person to trust his own experience. Rogers focuses on growth and health rather than mental illness.

The Maslowian Scale allows individuals to begin to answer the "Who am I?" question and give suggestions on how to become self-actualized and fulfill one's potential. Carl Rogers feels that the actualizing tendency is the inherent tendency of the organism to develop all its capacities in ways which serve to maintain and enhance the organism. It involves self-determination and the tendency to meet what Maslow calls the "deficiency needs".

Rusk

Thomas Rusk, a California Psychiatrist and author, identifies self-defeating attitudes by common core features and suggests alternate escape routes from each (Rusk,1988). He places "self-doubt" as the root of all evil, the result of unrecognized and uncomforted childhood pain. This is the basis for erroneous self-concepts.

Dr. Rusk counsels that everyone is capable of healthier self-management and continuous growth; that the major challenge is emerging from one's habitual, experiential rut.

Recognizing the concept of our inner self or spirit is paramount to understanding our feelings and links to others. Respect for our own spirit is essential. We must take loving responsibility for our spirit's need to have its talents used. Similar to Maslow, Rusk believes in the understanding of our needs and the fulfilling of these needs in order to be self-actualized. Self-acceptance is the primary goal of self-change. The recommendations made by Rusk in order to accomplish self change are:

1. Maintaining an attitude of loving responsibility for one self, mind, body and spirit. This includes the inborn talents and abilities; mental and physical energies; sensitivities/vulnerabilities; and needs.
2. Faith in ourselves, an acceptance of our worth as a given not something we must prove
3. Willingness to use our feelings and body sensations as messages from our spirit, instead of evidence of its worth.
4. Imagination and curiosity about changing by experimenting with more compassionate and self-respecting actions
5. Compassion for oneself in spite of the awkward and painful risks of trying new attitudes and actions
6. Self encouragement and excitement about becoming a new person
7. Appreciation for the way we feel when we act with self-respect

Self-acceptance is absolute protection from doubt about one's inherent worth. The most difficult and crucial part of self-change is adopting a consistent, compassionate, observer attitude. The Maslowian Scale allows the individual to take a look at the person within.

FINDINGS

Research Question 1: Is there an instrument that can measure one's place on the Maslow hierarchy? What are the number and nature of the constructs underlying the set of statements on the Maslowian scale?

The Maslowian Scale reveals a Profile which indicates support and motivational factors. The support services are either basic survival themes, people and groups, or the "self "as perceived by the person. The person's motivational drives are inferred from the total weighted score of the 12 item test. A high, or one standard deviation above the sample mean, means a high positive passion in making decisions. A low, or one standard deviation below the sample mean, means a strong negative passion in making decisions.

Test Material:

The manual, test scale/scoring sheet, and interpretation packet are included in the Maslowian Scale.

Reliability.

The pilot sample consisted of 87 adult friends of the Psychology students. Test-retest reliability coefficient was r= .79 .

Validity.

Content validity was ascertained with items placed into judgmental categories by 62 College Psychology students. Judges were asked to place each statement in one of four categories. A fourth category was included to allow for the possibility of an item not fitting into any of Maslow's three categories. Items with an 80 percent agreement were included in this instrument. Judges were also asked to indicate how strongly they felt the item belonged in their designated category (Gable, 1986). Only strongly selected items were included.

Construct validity was obtained by a factor analysis. Items clustered into 4 categories of eigenvalues of greater than 1. A reappraisal of the category items revealed two items as loading on the fourth factor. These items were reworded to fit more appropriately into the three judgmental categories. After a second rotation, items with loadings of .40 or better on each factor were listed. Items 2, 5, 7, and 11, loaded on factor 1, Maslow's Fundamental Needs. Items 3, 4, 8, and 10, loaded on factor 2, Maslow's Psychological Needs. Items 1, 6, 9, 12, loaded on factor 3, Maslow's Self-actualization Needs.

Concurrent validity was obtained by correlating the subjects' scores on the Maslowian Scale, Subtests of Defining Issues Test, (Rest, 1979) based on Kohlberg's levels of moral reasoning, and an assessment instrument based on the work of Rusk (1988). A correlation coefficient of r=.7 was obtained for the Rest test. The Self-Monitoring Scale (Snyder, 1974), yielded a correlation coefficient of r=.66 (see Appendix E). The Rusk instrument yielded a correlation coefficient of r=.63 (see Appendix F).

Face validity was determined by showing the completed profiles to Psychology students and correlating their interpretation with the instruments' findings. An accuracy percentage of .94 was obtained.

Predictive validity showed through multiple regression analysis that high scores on scale one (1) or the Physiological Needs questions predicted the low income subjects financial category.

There were three (3) factors derived from the factor analysis of the Maslowian Scale. Items fell into the conceptual domains of; Fundamental Needs, Psychological Needs and Self-actualization Needs.

Administration

The 12 item scale can be group or self administered. It takes approximately 15 minutes and can be scored immediately. A profile emerges. The three needs categories of the Maslowian Scale are computed independently and yield three needs scores. A total score is computed by weighting the raw scores. Scale two (2) is multiplied by 2 and scale three (3) is multiplied by 3. Weighting each scale allows for higher level of functioning to be more easily determined. There are many ways in which weighting of items can be done. "If items were being selected in terms of their correlations with an external criterion, they could be weighted by a method that would tend to maximize the correlation of total test scores with the criterion" (Nunnally, 1978, p. 296). The method for doing this would be to weigh the score on each item. If there is no criterion, then using this method would be impossible. The criterion used in the Maslowian scale is the nature of the hierarchy of the three factors. Self-actualization needs are higher than Psychological needs and Psychological needs are on a higher order than Fundamental needs. The differential weights for items and the difference of using these weights permits the user to gain a total score which reflects the hierarchy of levels. Interpretation and explanation of the profile shape can be seen in Table 1 and 2.

Table 1. Scoring Procedure:

Answers are tallied for the following questions:

SCALE I	SCALE 2	SCALE 3
2 ___	3 ___	1 ___
5 ___	4 ___	6 ___
7 ___	8 ___	9 ___
11 ___	10 ___	12 ___
Total ___	___	___
	X2=___	X3=___

Adjusted Total Score_____

The total raw score for each scale is placed on the above table (Table 1). To calculate the total adjusted score, add the scale 1 raw score, multiple scale 2 raw score by 2 and add that along with scale 3's raw score multiplied by 3.

A matrix explaining the levels of Maslow's theory can be found in the appendix and is placed in the administration manual (see Appendix A). The twelve item Maslowian Scale can be found in the appendix (see Appendix B). Eleven possible profiles emerge and are grouped into three shape categories, Flats, Peaks, and Valleys (see Appendix C). The Maslowian Scale individual profile grid (total adjusted score) is seen in Appendix D.

Letters are used to describe each profile. The Flats have three subcategories; UEE (up even, even); NEE (neutral, even even); and DEE

(down, even, even). The Peaks have four subcategories, DUU (down, up, up); DUD (down, up, down); DUE (down, up, even); and DEU (down even, up). The Valleys also have four subcategories, UDD (up down, down); UDU (up down, up); UED (up, even, down), and UDE (up, down, even). The profile shows the support and motivation system for each individual. (See table 2).

Table 2. Profile: Support and Motivation Explanation.

THE PROFILE:

Shape	Support	Motivation
FLATS		
UEE	Utilizes the environment, groups and self.	High positive energy. Likes control.
NEE	Goes along with environment, groups and self.	Neutral energy level.
DEE	Reacts against environment, groups and self.	High negative energy.
PEAKS		
DUU	Reacts against environment, goes along with the group, utilizes self.	Negative view of environment, neutral view of groups, high on self.
DUD	Reacts against environment, utilizes group, doesn't utilize self.	Negative view of environment, positive view of groups, negative view of self.
DUE	Reacts against environment, utilizes group and self.	Negative view of environment, positive view of groups & self.
DEU	Reacts against environment and group. Utilizes self.	Negative view of environment and groups, positive view of self.
VALLEYS		
UDD	Dependent on environment, goes along with group, does not utilize self.	Highly concerned with environment, neutral energy from group, negative view of self.
UDU	Utilizes environment, reacts against group, utilizes self.	Highly concerned with environment, negative energy from group, positive view of self.
UED	Utilizes environment and groups, does not utilize self.	Highly concerned with environment, positive energy from group, negative view of self.
UDE	Utilizes environment, reacts against group, doesn't utilize self	Highly concerned with environment, negative energy from group & self

Research Question 2: In what ways do the theories of Kohlberg and Rogers support this instrument? Is there a qualitative correlation among the theories of Maslow, Kohlberg and Rogers?

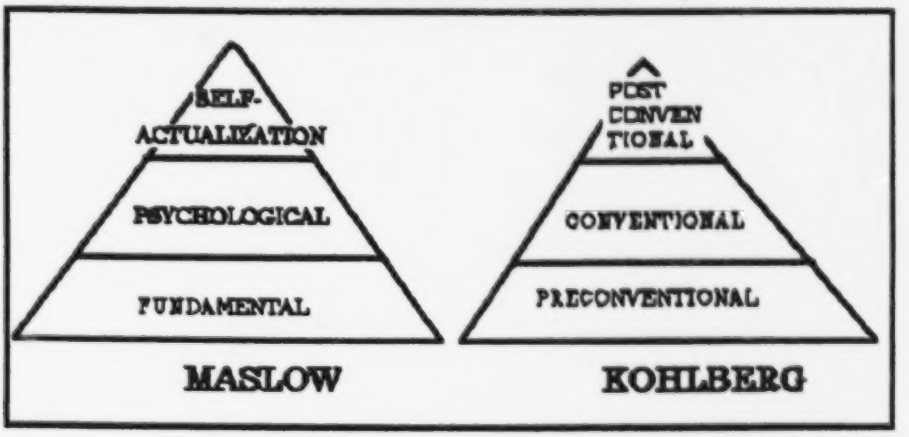
Kohlberg

Maslow and Kohlberg's theories can be intertwined to show a definite relationship. Maslow's first level, Fundamental Needs, includes biological drives such as hunger and thirst, and also safety concerns. Parallel to this is Kohlberg's first level, Preconventional, which includes following rules to avoid punishment, a type of safety measure.

Maslow's second level, Psychological Needs, includes belonging and self-esteem needs. Concurrent to this is Kohlberg's second level, Conventional, which includes individual conformity and keeping mutual relationships. These characteristics are similar to psychological needs.

Finally, Maslow's self-actualization level is the quest to fulfill one's potential. Kohlberg's highest level, the Postconventional, is also concerned with one doing "right" by looking to one's own sense of a universal principle, based on self confidence and self-actualization. Figure 1 shows the schematic parallel of Maslow and Kohlberg.

Figure 1. Schematic Parallel of Maslow and Kohlberg

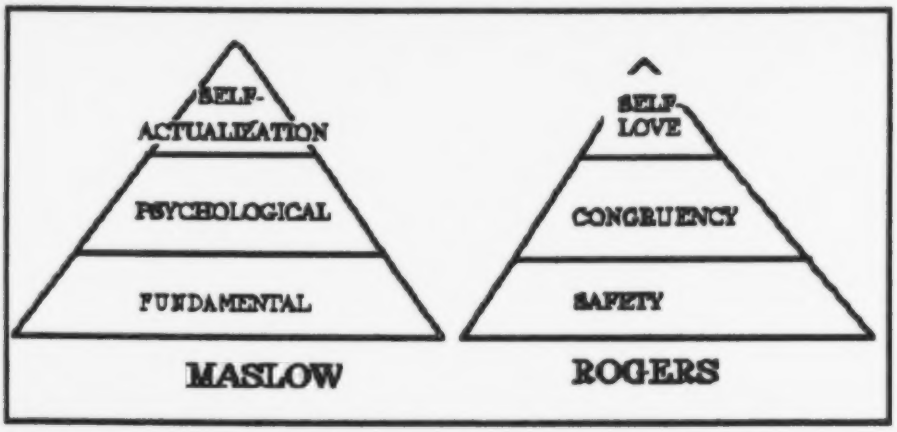


Rogers

Rogers' theory of the fully functioning self requires individuals to be in harmony with all sensory and visceral experiences and that there be a consistent relationship with self (Bootzin et al, 1986). Therefore any inconsistency among the three levels or sections of the Maslowian Scale indicates a lack of self consistency and an inability to be fully functioning. This inconsistency can be paralleled to what Rusk states as not listening to the spirit's messages. Both Rogers and Rusk claim the importance of self awareness of our minds and bodies.

Maslow's fundamental needs can be qualitatively correlated to Roger's safety needs. Maslow's psychological needs can be correlated to Roger's congruency needs and Maslow's self-actualization level is equated to Roger's self-love. When placed in a hierarchical pyramid, self-actualization and self-love become the highest accomplishment and task. Rusk claims that in the striving to overcome obstacles in the way of achieving this highest level, one gains self-respect, one of the two components of self-esteem. Figure 2 shows the schematic parallel of Maslow and Rogers.

Figure 2. Schematic Parallel of Maslow and Rogers.



Research Question 3: By what means can Rusk suggest self mediation of the results of the Maslowian Scale? Is there a model that can correlate Rusk's self mediation and the Maslowian Scale's profile interpretation?

Rusk believes that "self-worth is a birthright". Self-worth cannot be proven or earned. He states that we fall into various Mind-Traps and stay in a negative thinking mode, finding some security in the familiarity of our current position despite our discomfort. Rusk lists numerous "Mind Traps" that can be clustered into three categories; Self-doubt, Feelings, Fears.

1. Self-doubt Traps:

Self-doubt is the moving force behind all other "Mind Traps". Rusk believes that it is necessary for individuals to establish what they have to offer and to risk change. He believes in individuals allowing themselves to get satisfaction from using their talents. He suggests that people ask themselves, "What is the most self-respecting and meaningful use of my time?" He feels that self-respect requires doing one's best at whatever seems worthwhile to the individual. The accomplishments are not as important as the reason for doing them.

The result of a materialistic culture and an obsession with the external world is called "Biased Against Self Traps". This trap devalues the internal or spiritual strength within each individual. By comparing oneself with others, one is diverted from ascertaining self-respect. Rush suggests that these individuals spend part of each day finding something in their own behavior of which they can be proud.

This cluster also includes the feeling that "My Happiness is Your Responsibility Trap". No one can make better decisions about an individual's life than that individual. Dr. Rusk suggests making lists of ways in which an individual can earn self-respect and then taking the risk of trying them.

2. Bad Feelings Traps:

Bad feelings are uncomfortable but are neither right nor wrong. Bad feelings are an indication that one's spirit is hurting. Dr. Rusk encourages us to learn to pay attention to these feelings and make an effort to discover

the reasons for them recognizing that we are not responsible for our feelings, but we are responsible for our actions and attitudes. Rusk advises individuals to ask for and accept comforting from others.

Believing that Feelings are Foolish Trap means that individuals devalue their own feelings, as well as those of others, thus suffocating their spirits and preventing intimate relationships. He suggests becoming observant of oneself and acknowledging one's requirements for rest, recreation and growth.

3. Fear of Failure Traps:

These fears enable individuals to avoid the responsibility of change. Trying, Rusk believes, whether you succeed or not, brings self-respect. The Rejection Trap is one of the universal fears. By giving others respect and demanding the same for oneself, Dr. Rusk feels this Trap can be managed. Jealousy is a common outcome of Self-doubt and Fear of Rejection. Dr. Rusk suggests taking responsibility for these feelings and adopting a new attitude. Shy and lonely people need to take care of their spirits. They need to learn to discriminate between realistic and unrealistic fears and find the courage to confront the irrational notions that keep one lonely.

The fear of change leads to the People Don't Change Trap. Change requires an effort to leave the comfort of the familiar and transcend the known to the desired. By admitting one's vulnerability, individuals allow the child within to be nurtured.

The Blame Trap also diverts energy that can be used to develop self-respect. Dr. Rusk describes the Great American Success Trap and the Perfectionism Trap as addictions, perhaps requiring the aid of others who have dealt successfully with these socially reinforced, but unhealthy Traps. Once again Dr. Rusk suggests taking responsibility for one's spiritual needs and reconsidering one's worth. On the road to self acceptance, it is necessary to experiment with more self-respecting, compassionate and caring attitudes in order to change and overcome self-doubts. Figure 3 is a schematic parallel of Maslow and Rusk.

Figure 3. Schematic Parallel of Maslow and Rusk.

CONCLUSIONS:

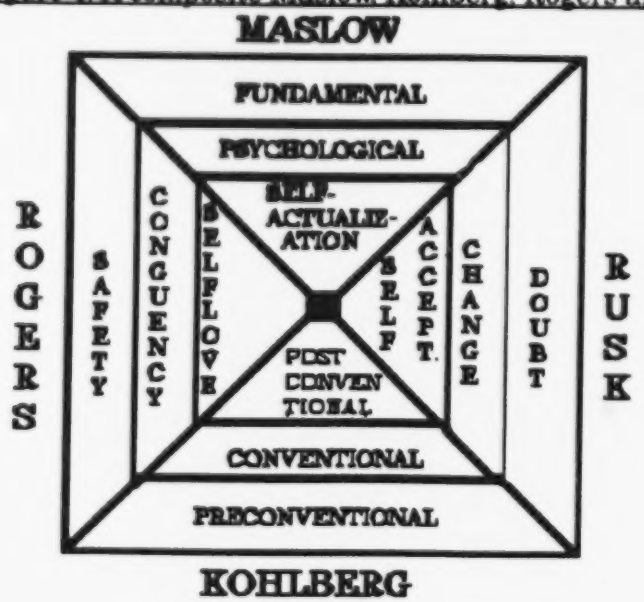
In conclusion, we have attempted to illuminate Maslow's theory of self-actualization by looking at the supportive work of Rogers, Rusk, and Kolhberg. Carl Roger's belief that as individuals strive to become increasingly actualized they must learn to trust their own experience, and Lawrence Kohlberg's theory that moral reasoning progresses by sequential stages appear to support this instrument. Rusk's "escape routes" offers step by step procedures to accomplish inner growth and self acceptance. The theories of Maslow, Kohlberg, Rogers and Rusk form a model for motivation (see Figure 4).

Carl Rogers emphasizes the need to feel safe and provides a safe environment in his client centered therapy. Dr. Rogers believes that one grows when one is in congruence with one's sensory and cognitive experiences. When one accomplishes this, one can have self-love. Thomas Rusk states that individuals are plagued with self-doubt. When one is willing to reconsider one's life long attitudes and feelings and experiment with self-respect and compassion, it becomes possible to reexamine negative self evaluations, and utilize them as a guide in meeting our spirit's needs. This leads to the ability to change and to self acceptance. A composite model of the four theories can be seen in figure 4.

Removing the sides of each triangle in Figure 4, reveals the connected layers of the four theories (see Figure 5).

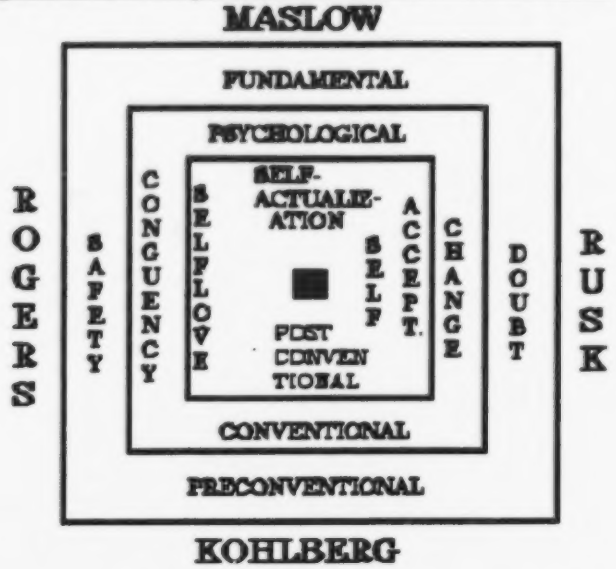
The newly developed Maslowian Scale accurately measures an individual's place on the Maslow hierarchy. The reliability and validity of the instrument have been established. The Maslowian Scale is a valid method of revealing where you, as an individual, stand on the journey to self-actualization. This method of self evaluation can be used for the enhancement of both your present and future life by revealing your pathways to self-actualization.

Figure 4. A composite Maslow, Kohlberg, Rogers and Rusk.



(disc 49)

Figure 5. A Composite of the Horizontal Levels.



REFERENCES

Bootzin,R.R., Bower, G.H., Zajonc, R.B., and Hall, E.(1986). Psychology today: An introduction. NY: Random House.

Gable, R. K. (1986). Instrument development in the affective domain. Boston: Kluwer-Nijhoff.

Kegan, R. (1986). Kohlberg and the psychology of ego development: A predominantly positive evaluation. In Modgil, S. (Ed.). Lawrence Kohlberg Consensus and Controversy. Philadelphia: Falmer.

Hall, L. (1957). Theories of personality. NY: John Wiley & Sons.

Kohlberg, L. (1981) Essays on moral development. Vol.1. The philosophy of moral development. NY: Harper and Row.

Kohlberg, L. (1984) Essays on moral development. Vol.2. The psychology of moral development. NY: Harper and Row.

Maslow, A. H. (1954). Motivation and personality. NY: Harper and Row.

Maslow, A. H. (1968). Towards a psychology of being. England: Van Nostrand Reinhold.

Maslow, A.H. (1983). The farther reaches of human nature. NY: Penguin.

Nunnally, J. C. (1978). Psychometric theory. NY: McGraw-Hill.

Rest, J. R.(1976). Lawrence Kohlberg- Moral stages in motivation. In T. Lickona, (Ed.) Moral development and behavior: Theory, research, and social issues. NY: Holt, Rhinehart, and Winston, 31-36.

Rest, J. R. (1979). Revised manual for the Defining Issues Test: An objective test of moral judgment development. Minneapolis: Minnesota Moral Research Projects.

Rogers, C. (1959). Client centered Therapy. Boston, MA: Houghton Mifflin.

Rogers, C (1983). Freedom to learn for the 80's. Columbus: Charles E. Merrill.

Rusk, T. (1988). Mind traps: Change your mind, change your life. Los Angeles: Price Stern Sloan.

Snyder, M. (1974). Self-monitoring of expressive behavior. Journal of Personality and Social Psychology, 30, 526-537.

APPENDIX A

MASLOW MATRIX

<table>
<tr><th>FUNDAMENTAL</th><th>PSYCHOLOGICAL</th><th>SELF-ACTUALIZATION</th></tr>
<tr><td>SAFETY:
to feel secure, safe, and out of danger</td><td>ESTEEM:
to achieve, be competent, gain approval and recognition</td><td rowspan="2">to fulfill one's unique potential</td></tr>
<tr><td>PHYSIOLOGICAL:
to satisfy hunger, thirts, and sex drives</td><td>BELONG/LOVE:
to affiliate with others; to be accepted and belong</td></tr>
</table>

APPENDIX B

Name_____Date _____

MASLOWIAN SCALE

Instructions. People have different needs and concerns. The following survey is designed for you to learn about your needs and concerns. Circle the number that best describes how you feel about the statement. There are no wrong or right answers. If you strongly disagree give it a one (1), if you strongly agree give it a five (5). Please circle one number for each of the 12 statements.

Statements	Ratings				
	STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE
1. Setting aside special time for myself is very important.	1	2	3	4	5
2. My most important need is not to be hungry.	1	2	3	4	5
3. Being accepted by my peers is important to me.	1	2	3	4	5
4. It is important to me to gain approval.	1	2	3	4	5
5. My safety is most important to me.	1	2	3	4	5
6. Doing what I believe in is very important to me.	1	2	3	4	5
7. My sense of security depends upon my environment.	1	2	3	4	5
8. I need to gain recognition.	1	2	3	4	5
9. I have always followed my own instincts.	1	2	3	4	5
10. It is important for me to belong to a group.	1	2	3	4	5
11. Satisfying my hunger is my first priority.	1	2	3	4	5
12. Fulfilling my potential is most important to me.	1	2	3	4	5

APPENDIX C1

PROFILE SHAPES

FLAT HIGH POSITIVE UEE

These people are highly intense. They get easily involved and make significant contributions. Often hot tempered, their motives are frequently misunderstood.

FLAT NEUTRAL NEE

These people are even tempered. Their easy manner can be mistaken for apathy. They make good members and follow instructions and rules that are fair and require little questioning.

FLAT LOW NEGATIVE DEE

These people are intensely negative in these passions. Disagreeing becomes an energy source. Often they are frustrated by people feeling threatened by their negative approach.

PEAK DUU

Each level becomes stronger in a sequencial and ascending manner. These people tend to be goal oriented and set personal standards. Time on task is important. They possess leadership qualities and are reliable. Often overachievers, they are committed to beliefs and family. They enjoy time to themselves and release their stress through physical activities.

PEAK DUD

With a strong need for group approval, these people are often dependent on others and loyal to causes. Highly emotional, they put others' needs before their own. They are comfortable with people around them and can easily fit into the group. Variations in levels of ascending and descending lines show the process of change.

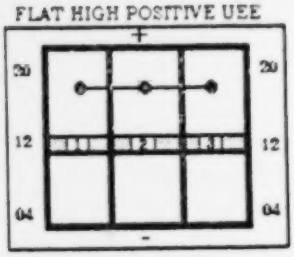
PEAK DUE

The need to belong and the ability to lead makes these individuals popular leaders. They have a need to accepted by others for who they are.

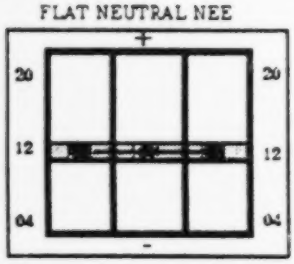
PEAK DEU

With a strong desire to fulfill their individual needs, these people tend to be strong willed. They don't agree with people because of peer pressure and are highly motivated by an inner drive.

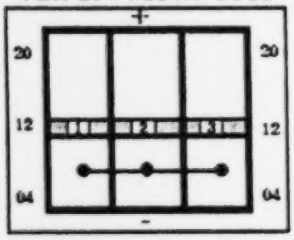
FLAT HIGH POSITIVE UEE



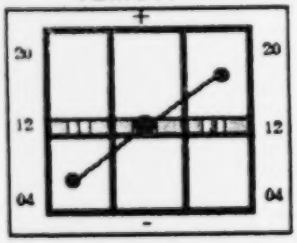
FLAT NEUTRAL NEE



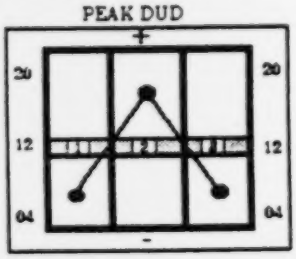
FLAT LOW NEGATIVE DEE



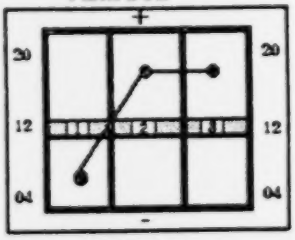
PEAK DUU



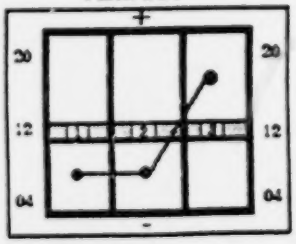
PEAK DUD



PEAK DUE



PEAK DEU



APPENDIX C2

VALLEY UDD

These people have difficulty coping with their high risk lives. Strongly influenced by basic survival needs, their self actualization potential is frustrated.

VALLEY UDU

With strong fundamental needs and personal motivational drives, these people often worry and work hard. Groups have not been a source of support and life is seen as solitary and difficult. Their strength comes from their overcoming life's problems. Often hot tempered, their good sense of humor tends to cool them down. Variations in levels of ascending and descending lines show the process of change.

VALLEY UED

With strong fundamental needs and a need to belong and be recognized, these people hate to be singled out. They like to go along with the crowd and feel needed but can get bored easily.

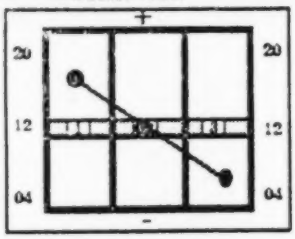
VALLEY UDE

These people have strong basic needs and have difficulty trusting others and themselves.

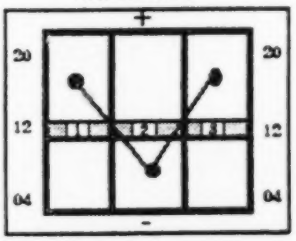
TOTAL SCORE INTERPRETATION

Shaded areas in the tails of the total score continuum means high passion, with either negative or positive motivational energy.

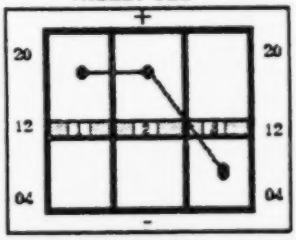
VALLEY UDD



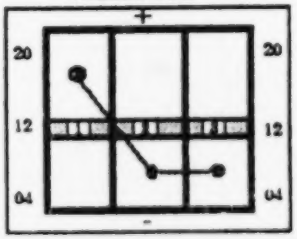
VALLEY UDU



VALLEY UED



VALLEY UDE



APPENDIX D

MASLOWIAN SCALE

20				120	
18				110	
16				100	
14	FUNDAMENTAL	PSYCHOLOGICAL	SELF ACTUALIZATION	90	
12				80	TOTAL
10				70	
08				60	
06				50	
04				40	

X1 + X2 + X3 = TOTAL ADJUSTED SCORE

APPENDIX E

Repro Master 25

THE SELF-MONITORING SCALE

INSTRUCTIONS: The following statements concern your personal reactions to a number of different situations. No two statements are exactly alike, so consider each statement carefully before answering. If a statement is TRUE or MOSTLY TRUE as applied to you, circle "T" (True). If a statement is FALSE or NOT USUALLY TRUE as applied to you, circle "F" (False).

T F 1. I find it hard to imitate the behavior of other people.

T F 2. My behavior is usually an expression of my true inner feelings, attitudes, and beliefs.

T F 3. At parties and social gatherings, I do not attempt to do or say things that others will like.

T F 4. I can only argue for ideas which I already believe.

T F 5. I can make impromptu speeches even on topics about which I have almost no information.

T F 6. I guess I put on a show to impress or entertain people.

T F 7. When I am uncertain how to act in a social situation, I look to the behavior of others for cues.

T F 8. I would probably make a good actor.

T F 9. I rarely need the advice of my friends to choose movies, books, or music.

T F 10. I sometimes appear to others to be experiencing deeper emotions than I actually am.

T F 11. I laugh more when I watch a comedy with others than when alone.

T F 12. In a group of people I am rarely the center of attention.

T F 13. In different situations and with different people, I often act like very different persons.

T F 14. I am not particularly good at making other people like me.

T F 15. Even if I am not enjoying myself, I often pretend to be having a good time.

T F 16. I'm not always the person I appear to be.

T F 17. I would not change my opinions (or the way I do things) in order to please someone else or win their favor.

T F 18. I have considered being an entertainer.

Repro Master 25 (continued)

T F 19. In order for me to get along and be liked, I tend to be what people expect me to be rather than anything else.

T F 20. I have never been good at games like charades or improvisational acting.

T F 21. I have trouble changing my behavior to suit different people and different situations.

T F 22. At a party I let others keep the jokes and stories going.

T F 23. I feel a bit awkward in company and do not show up quite so well as I should.

T F 24. I can look anyone in the eye and tell a lie with a straight face (if for a right end).

T F 25. I may deceive people by being friendly when I really dislike them.

APPENDIX F

Name_____ Psychology _____ Date_____
Gender (M/F)____ Age group (15-25; 25-35; 35-45; 45-55; over 55)_____

WELL BEING PROFILE
adapted for research purposes from Rusk, T. (1988) Mind Traps

Please indicate where you belong on the agreement scale for each of the following statements (1=strongly disagree- 5 =strongly agree)

1. I am confident in my inherent worth as a human being. 1 2 3 4 5
2. I accept that I have strengths and weaknesses, but know that there is nothing wrong with me. 1 2 3 4 5
3. I am proud of my efforts in my work or some other endeavor. 1 2 3 4 5
4. I receive fair and adequate financial compensation for my accomplishments. 1 2 3 4 5
5. I am appreciated for my endeavors. 1 2 3 4 5
6. I receive prestige for my endeavors. 1 2 3 4 5
7. My work has a positive effect on others. 1 2 3 4 5
8. I am consistently respectful towards the important people in my life. 1 2 3 4 5
9. I make an effort to understand the feelings and points of view of others even when I don't agree with them. 1 2 3 4 5
10. I demonstrate my love to the people I care about. 1 2 3 4 5
11. The people I care about accept my love. 1 2 3 4 5
12. I take time out for relaxation. 1 2 3 4 5
13. I do not need alcohol to relax. 1 2 3 4 5
14. I feel that I am learning something new and interesting each day. 1 2 3 4 5
15. I feel that my life has many challenging activities. 1 2 3 4 5